

Mathematics			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>All About Me</p>	<p>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</p>	<p>Before Me: Long Ago/ Stories and Rhymes</p>	<p>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</p>	<p>Animals: Big Wide World/ Creep, Crawl and Wriggle</p>	<p>Water: Shadows and Reflections/ On the Beach/ Moving on</p>
<ul style="list-style-type: none"> Through number songs and rhymes, children will learn to count to 10 (and beyond) and back from 10 to 0. Children will go on number hunts in the indoor and outdoor provision to develop their number recognition. Children will have a wide range of counting experiences to develop their awareness that objects, actions and sounds can be counted. For example, counting our jumps and claps, counting elephants, counting leaves outside etc. Children will be increasingly confident in ordering numbers from 0 to 20 through games and independent provision activities. During our learning on 2D shapes, children will solidify their knowledge of shape names and features. They will use new vocabulary to describe 2D shapes considering how many sides and corners each shape has. With a variety of opportunities to use different shapes to build, children will gain experiences of 	<ul style="list-style-type: none"> To subitise 1, 2 and 3. To count objects and link numbers to their cardinal value. To know that the final number is the total quantity in the set. To identify and represent up to 3. To find one more than numbers up to 3. To find one less than numbers up to 3. To explore how to make numbers 1, 2 and 3. To use mathematical names for 2D shapes and begin to describe properties. To identify circles and triangles in the environment. To use and understand language that describes where an object is. To subitise 1, 2, 3, 4 and 5. To identify and represent up to 5. To find one more than numbers up to 5. To find one less than numbers up to 5. To explore how to make numbers 1-5. To use mathematical names for 2D four-sided shapes and 	<ul style="list-style-type: none"> To use simple timers to measure periods of time. To use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. To compare quantities and objects to solve problems. To count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. To identify and represent up to five objects, without counting, using concrete objects and pictorial representation. To link the number symbol with its cardinal number value. To find one more than numbers to 10. To find one less than numbers to 10. To explore the composition of numbers to 10 and compare them. To compare and order the weight of items and use and the language: heavy, 	<ul style="list-style-type: none"> To record data in simple tables, pictograms or block charts. To compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest. To know the order of the days of the week. To use simple timers to measure periods of time. To order and sequence familiar events, such as everyday routines. To count objects, actions, and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. To identify and represent up to five objects, without counting, using concrete objects and pictorial representation. To find one more or one less than numbers to 10. To explore the composition of numbers to 10 and compare numbers. 	<ul style="list-style-type: none"> To continue, copy and create repeating patterns using a variety of objects. To use mathematical names for common 3-D shapes and use 3-D shapes in their play. To use and understand language that describes where objects are in relation to each other. To find 2D shapes within 3D shapes (including through printing or shadow play) To use mathematical names for common 2-D shapes and explore shapes in their play To identify several examples of the same shape using 3-D language To use one more or one less than numbers to 10 to work out addition problems to 10 using objects and counters. (addition to 10) To explore addition with numbers to 10, using concrete objects, pictorial representations and number lines. To explore subtraction with numbers to 10, using concrete objects, pictorial 	<ul style="list-style-type: none"> To compare quantities and objects to solve problems. To continue, copy and create repeating patterns using a variety of objects. To spot an error in an ABB pattern and continue a pattern that ends mid-unit To use and understand language that describes where objects are in relation to each other. To respond and use language of position and direction (in, on, under, up, down, across) To respond and use language which is relative to the view point including what children see from different viewpoints (in front, behind, forwards, backwards, progressing to left and right) To represent spatial relationships (between different objects or items e.g. using maps, to identify where and how to get from A to B) To use and understand language that describes where objects are in relation to each other



<p>selecting, rotating and manipulate shapes to desired effect. They will begin to see shapes within a larger shape.</p> <ul style="list-style-type: none"> • During inputs and play opportunities using shapes, children will be encouraged to recognise how shapes compose and decompose. • Through games, such as positional language and 'Where is? Game', children will be introduced to and gain experience of using positional language to inform the movements of themselves, others and objects. 	<p>begin to describe their properties.</p> <ul style="list-style-type: none"> • To combine squares and rectangles to make four sided shapes. • To identify 2D shapes in the environment. • To use and understand sequential language. 	<p>heavier, heaviest, light, lighter and lightest.</p> <ul style="list-style-type: none"> • To compare and order the capacity of items in sand and water play and use and understand the language full and empty. • To find one more or one less than numbers to 10. • To explore odd and even numbers to 10. • To explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. • To understand language and concepts relating to + and -. • To double quantities within 10 and explore how to share amounts evenly using concrete resources. 	<ul style="list-style-type: none"> • To recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. • To know double quantities within 10 and explore how to share amounts evenly using concrete resources to find a double. • To explore odd and even numbers to 10. • To use mathematical names for common 2D and 3D shapes and use 2D and 3D shapes in their play. 	<p>representations and number lines.</p> <ul style="list-style-type: none"> • To identify subtraction problems using '-' signs and use manipulatives to work out the answers. • To explore how to share amounts evenly using concrete resources. • To double quantities within 10 and explore how to share amounts evenly using concrete resources. 	<ul style="list-style-type: none"> • To develop shape awareness through construction of 3D models and give reasoning for their choice of shapes • To count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. • To recite numbers, in order, to 20 and beyond. • To count reliably to 20 and beyond (orally) - starting at 5 then at 10 • To represent number to 10 on fingers and find numbers beyond 10 on number tracks and 100 squares • To count things of different sizes to 10 then to 15 and 20. • To partition numbers to 5 in 2 parts e.g. 4 and 1 = 5 and reason why. • To partition a number into more than 2 parts • To estimate how many objects to 10 and to check by counting • To represent numbers to 10 and some to 20 in their own way.
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